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ABSTRACT

Parental involvement is supplementary to the main line approach of the Special Needs Assessment Program (SNAP) whose main thrust is the diagnosis and remediation and/or partial alleviation of pupil needs by the child's teacher. This Parent Perception Project is an approach which provides for the involvement of parents in the process of identifying needs which they feel their children may have to an unusual degree. It is assumed that a school will have completed the teacher assessment of pupil needs before going this project. Many schools may then wish to involve parents by providing them with the opportunity to identify their children's needs, or to find out if there are discrepancies in perception of a child's needs between parents and teachers. It is for these schools that this manual of direction is written. The manual includes information on the purpose and procedure of the SNAP program and on the responsibilities of principals, teachers, and parents. Words of caution and advice are offered to those who administer the program. These suggest that members of the teaching staff be fully informed on all aspects of the project, and that the supplementary program be administered after the school has completed the SNAP program. It is also suggested that special attention be given to many parents in the lower socioeconomic category, and that administrators not be discouraged if a small minority of parents voice their objections to the program. (Author/AM)

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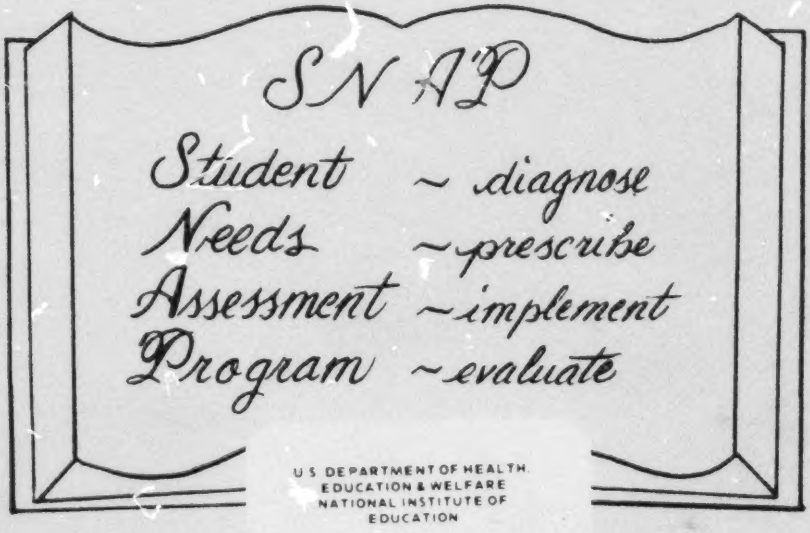

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MANUAL OF DIRECTIONS FOR PARENT PERCEPTION PROJECT:

A Supplementary Project of the Special Needs Assessment Program

Developed as a part of an inter-institutional research grant awarded to the Consortium of Laboratory Schools of the Academic Affairs Conference of Midwestern Universities and funded by the Illinois Board of Higher Education.

UD 016 038

1974-75

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ACKNOWLEDGMENTS

Gratitude is expressed to the staff of the Metcalf Laboratory School who piloted the Parent-Perception component of SNAP. Likewise, gratitude is accorded to the Illinois Board of Higher Education which funded the research project, the Student Needs Assessment Program, awarded to the Laboratory School Consortium of the Academic Affairs Conference of Mid-Western Universities. We also thank the many Metcalf School parents (83%) who cooperated in this project.

TABLE OF CONTENTS

	Page
Introductory Statement	1
Purpose: Parent-Perception Project	2
Procedures of Program	2
Responsibilities of Principal	4
Reaponsibilities of Teacher	5
Some Cautions, Advice, etc.	6

Appendix

A. Special Needs Project: A Survey Instrument for School Parents

B. Letter to Parents Introducing Survey Instrument

C. Follow-Up Letter Urging "Late Responding" Parents to Return Survey Instrument

D. Table I: Summary of Problems As Identified by Teachers

E. Table II: Summary of Problems Reported by Parents

INTRODUCTORY STATEMENT

Parent-Perception Project: An Extension of SNAP

The Parent-Perception Project is an approach which provides for the involvement of parents in the process of identifying needs which they feel their children may have to an unusual degree.

The involvement of parents is supplementary to the "main line" approach of the Student Needs Assessment Program (SNAP). The central thrust of SNAP provides for the diagnosis and remediation and/or partial alleviation of pupil needs by the child's teacher(s). It is assumed that a school will have completed the teacher assessment of pupil needs before doing the parent-perception project. However, many schools may wish, in addition, to involve parents by providing them an opportunity to identify the needs of their own children. A school may wish to find out if there are discrepancies in perception of a child's needs between parents and teachers. Thus it is for these schools that this manual of directions is written. And since the parent perception approach is an extension of SNAP (which focuses on teacher involvement) this Manual of Directions is likewise to be used as an extension to the Student Needs Assessment Program.

Purpose of Parent-Perception Project

It is generally accepted that when parents are actively involved in the education of their children the child will benefit. This project encourages direct parent participation. Thus, it is the purpose of the parent-perception project to provide parents with an opportunity to think deeply about problems and needs which their child may have and to identify those needs when they evidence them to an unusual degree.

Historically, parent involvement in schools has been largely focused on the somewhat limited area of academic achievement. This project, however, provides for a much wider spectrum of parent involvement. For example, in addition to the more formal area of school achievement parents are participating in the assessment of needs their child may have in the areas of physical, emotional, social, self-concept, school behavior, and home behavior. It is believed once a school staff knows the parent's feelings regarding their child's needs and how the assessment of these needs may differ between teacher(s) and parent(s), this information will make it possible for the school to meet the personal and curricular needs of that child more effectively.

Procedures of Parent-Perception Project

The procedures for implementing the Parent-Perception Program are detailed below:

It is realized that one will necessarily need to adapt certain procedures to a particular school and/or home situation.

1. Orient staff at a faculty meeting to procedures to be used in Parent-Perception Program. Teachers will examine

parent survey instrument (see Appendix A). Questions will be answered and general procedures described.

2. Distribute the special survey instrument for each child to parents and/or guardians. Appropriate written information concerning the purpose of the program, utilization of data, and insurance of confidentiality of parent responses should accompany the instrument. (see Appendix B)

3. Distribution of the survey-instrument to parents will be done by first class mail. The mailing enclosure should contain the following:

   -- appropriate number of Parent Survey Instrument for each child currently enrolled in your school.

   -- addressed envelope (without postage) for returning completed Parent Survey Instrument(s).

   -- Letter to parents (Appendix B) which provides the necessary information for completion and return of survey instrument (see 2 above). For example, the completed survey instrument should be returned to the principal's office or to their child's homeroom teacher. A deadline date of approximately one week will be indicated for the return of the completed instrument(s).

After the deadline has passed for returning the completed instrument, the principal's office will determine those parents who have not responded. Late responding parents will be sent another letter urging them to return their instrument promptly. (See appendix C) Finally, after 3 or 4 days, the names of those parents who still have not returned their instruments will be given to their child's homeroom teacher. The teacher then communicates with the parents by conference, telephone, etc. in a final effort to improve the percentage of returns. Some parents may need to be reassured that their child's educational program may be enhanced and individualized if the parents cooperate by giving the school the benefit of

their thinking on the instrument.

4. Data will be treated in a variety of ways. They include finding answers to the following:

   --What kinds of problems do parents perceive their children as having? How do mothers and fathers differ in perceiving their child's problems?

   --How do children's problems as perceived by their parents compare with those noted by their teachers as to:
   - type of problem most frequently identified
   - type of problem most frequently identified for boys only and for girls only
   - type of problem most frequently identified for various age groups of children
   - type of problem most frequently identified as related to the child's position in the sibling constellation
   - type of problem most frequently identified as related to occupation of household head.

   --Other comparisons are possible depending on the interest of the local school staff.

5. Parent(s) and the child's teacher may wish to discuss differences in perceived needs of a specific child. Agreement may be reached on desirable curricular changes for the child as well as other treatment procedures deemed desirable in alleviating a child's pressing needs and/or problems.

Responsibilities of the Principal

The principal must provide both enthuasium, support, and leadership to faculty and parents. Specific responsibilities include:

1. Orient teaching staff to purpose and procedures to be used in the parent-perception project. (Since the staff will already have completed an assessment of the needs of their pupils, they will be familiar with many aspects of the project.) Parent's Survey Instrument (Appendix A) should be distributed and examined by the staff.

2. Select a committee of interested teachers to serve in an advisory capacity to the principal for the project.

3. Explain procedures to be used in the distribution and collection of the parent survey instrument to staff.

4. Agree with staff on how parent responses will be used and treated. Explore and discuss with staff various ways of securing responses from parents who do not return the assessment instrument on time (may differ from procedures suggested in above).

5. Prepare forms for summarizing and comparing parent responses with teacher responses. Table I - Summary of Problems Identified by Teachers (Appendix D), Table II - Summary of Problems Reported by Parents (Appendix E). These forms provide the necessary information and data for a variety of comparisons and treatment.

6. If appropriate, prepare information for the computer, to secure data relevant to the purpose of the project.

7. Prepare report and summary of significant findings of parent-perception program.

Responsibilities of the Teacher

1. Needs to understand and be familiar with purposes and procedures of the parent-perception project. Interprets program to those parents who desire additional information (other than received in printed materials.)

2. Receive completed survey instruments from parents.

3. Telephones and/or arranged in other ways to stimulate cooperation from parents who are tardy in returning survey instruments.

4. Cooperates in study and treatment of data obtained.

Responsibilities of the Parent(s)

1. Complete parent survey instrument and return to school.

2. Cooperate with school in finding solution to problems and needs identified in Parent-Perception Program.

Some Cautions and Advice

To those who administer the Parent Perception Program, we would like to offer the following "cautions," "don't forgets," and "be sure to do" kinds of advice.

1. Be sure that members of the teaching staff are fully informed on all aspects of the project since they will be answering questions and interpreting procedures to parents, by virtue of the fact that they are the ones whom parents know best. A positive attitude by the teachers will help insure the success of the program.

2. The Parent Perception Program should be administered after the school has completed the Special Needs Assessment Program. Thus, the staff will be familiar with the basic instrument used by teachers in identifying the problems of children.

3. Do not be upset if a very small minority of parents voice their objections to the program. Of approximately 350 parents, Metcalf School encountered only two negative responses from parents.

4. Be sure to check mailing enclosures to parents carefully. It is easy to omit essential materials.

5. Act with dispatch in follow-up activities to secure responses from non-responding parents. If parents are given too much time to respond, they will tend to put the instrument aside and forget it. In spite of clear directions, some parents will not return the Needs instrument on the basis that they do not perceive their child as having any significant problems.

6. The Parent Teacher Conference is an excellent time for the teacher to ask a late responding parent to complete the survey instrument.

Be sure that the instrument is completed prior to the conferences, since the parents may be influenced by what the teacher reports during the conference.

7. Special attention will need to be given to many parents in the lower socio -economic category. Some parents will not be able to read your communications. In this case, the school social worker or guidance counselor may be called on to assist.

APPENDIXES

APPENDIX A

Child's Name: _____

Code No. _____

SPECIAL NEEDS OF PUPILS: A SURVEY INSTRUMENT FOR SCHOOL PARENTS

A Laboratory School Consortium Project
Academic Affairs Consortium of Midwest Universities

TO THE PARENT: Please circle from the list below those terms which apply to an unusual degree to each child in the family who attends Metcalf School. The definition of "to an unusual degree" for using this instrument is: A Problem which you as a parent feel seriously affects the adjustment of your child to the school situation and seriously prevents him from doing his best work.

Questionnaire completed by: (Please underline) Mother Father Guardian

---

1. Physical problems: Pupil appears to

   1A. have a height problem
   1B. have a weight problem
   1C. be undernourished
   1D. have poor fine muscle coordination
   1E. have poor big muscle coordination
   1F. have chronic medical problems
   1G. have speech disorders

2. Emotional problems: Pupil appears to

   2A. be withdrawn
   2B. lack emotional control
   2C. be suspicious, not trustful of others
   2D. be moody, often depressed
   2E. be hyperactive, nervous
   2F. be overly anxious

3. Social problems: Pupil appears to

   3A. be lonely, an isolate
   3B. be inconsiderate of others
   3C. be rejected by peers
   3D. use a conflicting value system
   3E. be belligerent, aggressive
   3F. be overbearing
   3G. be untrustworthy, undependable
   3H. have a negative attitude

4. Self-concept: Pupil appears to

   4A. have a low self-concept, feel unimportant
   4B. feel "I can't"
   4C. have too low a level of aspiration
   4D. have too high a level of aspiration
   4E. harbor self-pity

5. Behavior in school: Pupil appears to

   5A. have absences without good reasons
   5B. be repeatedly tardy
   5C. make little effort to succeed
   5D. disturb the learning environment
   5E. use poor work habits
   5F. need continuous supervision
   5G. be unable to delay gratification

6. Achievement in school: Pupil appears to

   6A. be difficult to motivate
   6B. work below capacity
   6C. lack sufficient reading skills
   6D. be weak in oral expression
   6E. be poor in writing skills
   6F. need changes in his school program
   6G. be a potential school dropout
   6H. have difficulty in following directions

7. School situation appears to

   7A. be non-supportive of home
   7B. overindulge and overprotect child
   7C. reject this child
   7D. provide too little supervision
   7E. lack skill in helping child
   7F. exert excessive pressure
   7G. lack positive stimulation

COMMENTS:

PLEASE RETURN TO SCHOOL OFFICE BY FEBRUARY 20, 1974.

APPENDIX B

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

METCALF LABORATORY SCHOOL
Phone: 309/ 438-3653

EDUCATIONAL RESEARCH SERVICES

Vernon L. Replogle, Director
Paul Dohrmann, Assistant Director
William Pauriberg, Assistant Director and
Coordinator of Special Education

February 6, 1974

Dear Parents:

Metcalf School is attempting to improve the learning experiences of children through a research plan known as the Student Needs Assessment Program. One part of the plan is to have parents identify those problems which they feel that their child may have to an unusual degree. To help us with this, each parent or guardian is being asked to complete the enclosed questionnaire for each child in your family who attends Metcalf school.

Whereever possible, we would like each parent to complete the questionnaire independently, thus we are including two questionnaires for each child.

Please note that you are to circle only those items which you feel describe your child to an unusual degree. Unusual degree means a problem which you feel seriously affects the adjustment of your child to the school situation and seriously handicaps him or her from doing the best work possible. Data will be compiled and made available only to you and your child's teacher. Should data be published it will be in an anomyous form in order to insure the confidentiality of your responses.

We feel that your responses will provide the school with important data that will enable teachers to help your sons or daughters more effectively by adjusting instructional materials and modifying curricular experiences, personal responses, and teaching methods for them.

After completing the questionnaire(s) please return to Metcalf School Office, or to your child's homeroom teacher in the enclosed envelope by February 20, 1974.

We thank you for your cooperation.

Sincerely,

V. L. Replogle

V. L. Replogle,
Project Director of Student
Needs Assessment Program

VR:ajk

Enclosures

APPENDIX C

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

METCALF LABORATORY SCHOOL
Phone: 309/ 438-3653

EDUCATIONAL RESEARCH SERVICES

Vernon L. Replogle, Director
Paul Dohrmann, Assistant Director
William Paarlberg, Assistant Director and
Coordinator of Special Education

TO:

FROM:

RE: Return of Completed Parent Survey Instruments

DATE:

We are compiling the results of the Parent Survey Instrument regarding the needs of children. We are ready to process the data, and we therefore, urge you to return your Parent Survey Instrument(s) as soon as possible.

We sincerely appreciate your cooperation in this research study.

ajk

Appendix D

TABLE 1 - SUMMARY OF PROBLEMS AS IDENTIFIED BY TEACHERS

Sex	Problem Area	RESPONDING TEACHERS: Home-room	RESPONDING TEACHERS: Special Area	OCCUPATION OF HEAD OF HOUSEHOLD: I	II	III	IV	V	VI	VII	VIII	AGE OF PUPIL (YEARS): 5	6-8	9-11	12-14	15-17
G	1	18	32	17	5	7	0	8	10	2	0	0	13	25	7	2
I	2	31	36	31	9	9	10	6	7	2	0	2	25	31	13	0
R	3	38	72	52	10	5	14	10	19	2	0	0	30	56	25	0
L	4	34	41	29	6	6	11	7	10	3	1	1	21	39	14	1
S	5	34	29	26	5	7	16	2	11	2	0	0	28	29	12	0
N = 500	6	48	48	38	6	13	25	23	5	0	1	1	43	55	20	1
	7	19	20	18	6	3	6	5	4	0	0	0	23	11	7	0
	Sub Total	222	278	211	47	50	82	61	66	11	2	4	183	246	98	4
B	1	31	56	50	16	9	6	2	10	2	1	5	25	30	39	1
O	2	51	90	84	24	18	13	1	10	7	4	5	34	54	60	0
Y	3	42	136	108	14	14	11	0	15	3	3	3	40	48	89	0
S	4	42	102	90	21	15	16	0	16	2	1	1	37	59	68	1
	5	57	108	105	15	21	11	2	10	3	2	0	28	49	85	0
N = 948	6	76	103	120	18	21	19	5	7	0	2	1	47	85	83	0
	7	21	33	34	8	7	2	1	5	0	2	3	13	23	25	0
	Sub Total	320	628	591	116	105	78	11	73	17	15	18	224	348	449	2

TABLE 1A - SUMMARY OF PROBLEMS AS IDENTIFIED BY TEACHERS

SIBLING POSITION OF PUPIL

1/1	1/2	2/2	1/3	2/3	3/3	1/4	2/4	3/4	4/4	1/5	2/5	3/5	4/5	5/5	3/6	4/6	5/6	6/6	4/7	5/7	6/8	7/8	8/8	9/10	12/12
0	8	12	4	2	4	0	0	3	7	0	1	0	2	0	0	0	0	0	0	1	3	0	3	0	3
4	8	15	10	5	6	2	0	3	6	4	1	0	0	2	0	0	0	0	0	2	1	0	0	0	5
10	6	23	13	11	16	1	0	6	6	2	0	0	2	2	1	0	1	0	0	2	4	0	3	0	0
3	11	20	6	3	4	3	0	2	3	2	0	1	2	2	1	2	1	0	0	1	3	0	3	0	4
3	10	18	8	1	9	1	0	2	8	3	0	0	1	1	0	0	0	0	0	2	2	0	1	0	0
2	17	23	11	3	15	3	0	4	9	3	1	0	3	4	5	0	4	3	0	1	2	0	7	1	1
0	2	4	9	3	7	1	0	1	2	0	0	0	0	1	0	0	0	0	0	0	5	0	3	0	2
22	62	115	61	28	61	11	0	21	41	14	3	1	10	12	7	2	6	3	0	9	20	0	20	1	15
6	12	16	3	13	11	1	2	2	14	0	1	2	0	3	0	2	0	0	1	2	4	3	0	0	0
16	30	25	13	9	19	1	5	5	11	0	0	2	3	1	1	1	2	0	0	1	2	5	0	2	0
28	26	25	14	12	21	2	1	6	16	1	0	0	1	7	1	3	0	0	0	1	2	5	0	0	0
16	18	35	12	10	20	1	1	7	13	0	0	0	3	7	1	3	1	2	0	2	2	8	1	3	0
17	19	30	12	12	20	2	3	8	11	1	0	0	3	5	2	4	1	2	0	1	2	10	0	1	0
12	20	40	16	22	23	5	4	8	13	0	1	4	4	12	1	6	1	2	3	3	3	8	0	2	0
8	2	13	11	2	7	0	1	4	3	0	0	0	0	6	0	1	0	1	0	0	0	3	0	1	0
103	127	284	81	80	121	12	17	40	81	2	2	8	14	41	6	20	5	7	4	10	15	42	1	9	0

APPENDIX E

TABLE 2 - SUMMARY OF PROBLEMS REPORTED BY PARENTS

Sex	Problem Area	Responding Parents		OCCUPATION OF HEAD OF HOUSEHOLD									AGE OF PUPIL (YEARS)				
		B	M	F	I	II	III	IV	V	VI	VII	VIII	0-5	6-8	9-11	12-14	15-17
G	1	12	8	1	11	1	4	0	0	5	0	0	0	7	11	2	1
I	2	13	7	6	4	2	4	4	4	6	1	1	1	10	11	4	0
R	3	13	5	5	6	1	1	6	3	6	0	0	0	8	9	8	0
L	4	12	6	2	4	0	3	5	3	3	2	0	0	6	7	7	0
S	5	16	10	2	10	1	3	8	0	4	2	0	0	10	10	8	0
N = 185	6	24	25	13	10	9	8	12	6	12	4	0	1	21	27	12	1
	7	2	0	1	0	0	1	0	0	2	0	0	0	1	2	0	0
	Sub Total	92	61	30	45	14	24	35	16	38	9	1	2	63	77	41	2
B	1	30	13	0	23	6	5	6	1	2	0	0	4	13	9	17	0
O	2	14	24	4	12	4	7	6	3	3	1	5	6	12	12	12	0
Y	3	9	10	0	8	1	4	1	0	3	0	2	0	5	2	12	0
S	4	22	25	4	27	6	5	8	0	5	0	0	1	12	23	15	0
N = 330	5	16	25	10	33	5	8	2	0	2	2	0	0	8	18	25	0
	6	50	47	8	70	6	17	6	1	5	0	0	2	20	32	51	0
	7	9	8	2	15	2	1	1	0	0	0	0	1	4	5	9	0
	Sub Total	150	152	28	188	30	47	30	5	20	3	7	14	74	101	141	0

TABLE 2A - SUMMARY OF PROBLEMS

	SIBLING POSITION OF CHILD																											
1/1	1/2	2/2	1/3	2/3	3/3	1/4	2/4	3/4	4/4	1/5	2/5	3/5	4/5	5/5	3/6	4/6	5/6	6/6	4/7	5/7	6/8	7/8	8/8	9/10	12/12
0	3	5	3	1	2	0	1	1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0
1	5	8	2	0	1	0	0	1	1	3	0	0	0	3	0	0	0	0	0	0	1	0	0	0	0
0	4	6	3	0	1	0	0	1	1	0	0	0	0	5	0	0	0	0	0	0	1	0	1	0	0
0	5	5	1	0	1	0	0	1	0	1	0	0	0	3	1	0	0	0	0	0	1	0	1	0	0
0	6	6	2	0	4	0	0	1	3	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
0	11	12	3	2	8	0	0	2	4	3	1	0	1	3	3	0	2	1	0	0	1	0	5	0	0
0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
1	36	42	14	3	17	0	1	7	11	8	1	0	1	14	4	0	2	1	0	1	7	0	9	0	0
2	9	6	1	5	4	0	1	1	3	0	1	1	0	3	0	1	1	0	1	1	1	1	0	0	0
2	13	4	3	2	3	0	2	2	4	0	0	0	0	0	0	1	1	0	0	0	2	2	0	0	0
2	2	3	1	1	1	0	0	1	5	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0
2	7	10	4	3	6	0	0	2	4	0	0	0	0	5	1	0	0	2	0	1	2	2	0	0	0
2	7	7	9	1	4	0	1	3	5	0	0	0	0	4	0	3	0	2	0	0	1	3	0	0	0
6	17	15	8	8	13	4	4	4	10	0	0	1	0	9	0	6	0	2	2	1	0	1	0	0	0
2	0	3	0	1	2	0	1	1	2	0	0	0	0	5	0	0	0	1	0	0	0	1	0	0	0
18	55	48	26	21	33	4	9	14	33	0	1	2	0	27	1	12	2	7	3	3	7	10	0	0	0